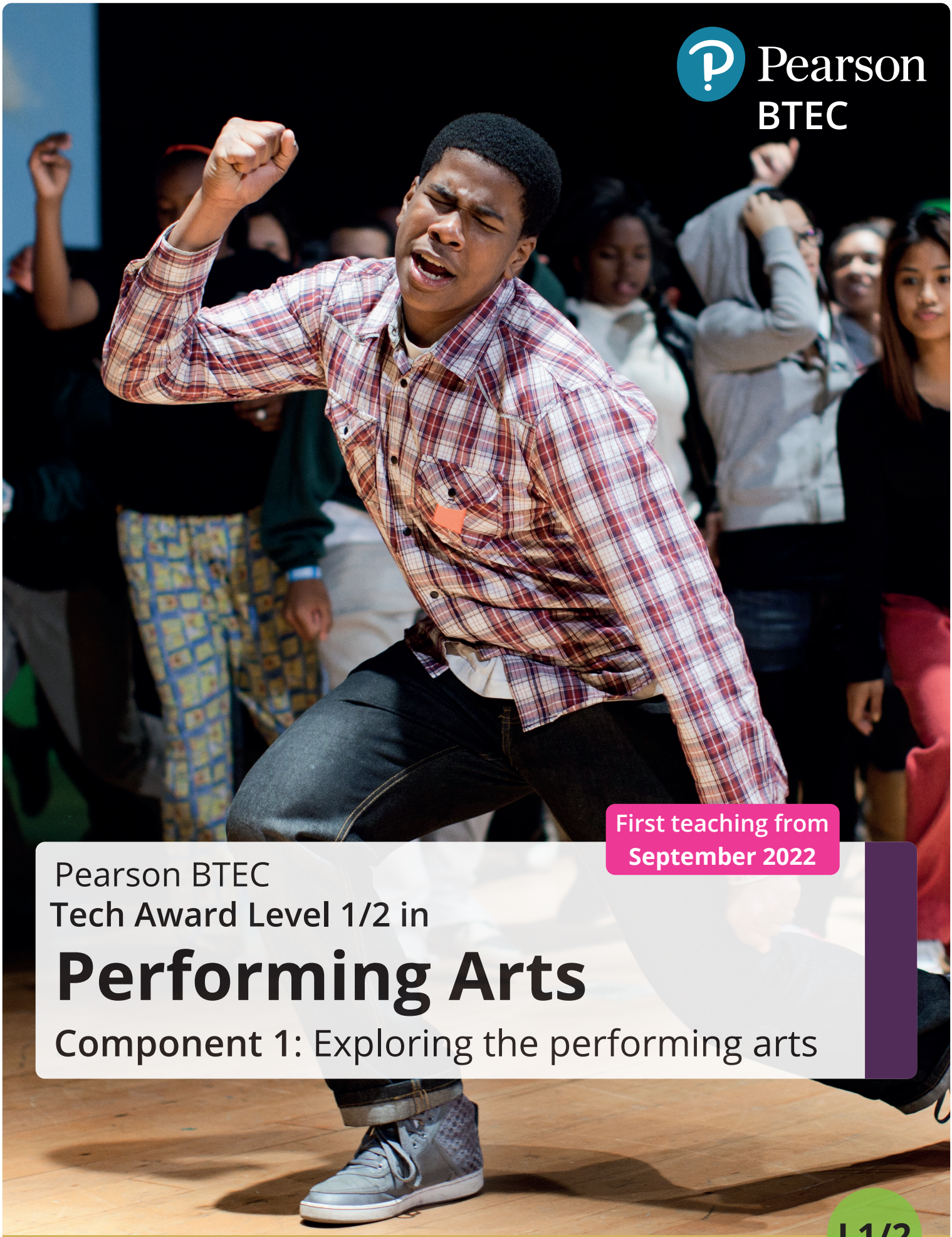

Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Performing Arts

Component 1: Exploring the performing arts

L1/2

Pearson-set Assignment – sample

First teaching from September 2022

Issue 3

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts

Pearson-set Assignment – Sample

Component 1: Exploring the Performing Arts

First teaching September 2022

Issue 2

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Summary of Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts Pearson-set Assignment for Component 1: Exploring the Performing Arts Issue 2 changes

Summary of changes made between the previous issue and this current issue	Page number
In the *Introduction* section under Formal supervision last sentence the missing words 'necessary as' have been added after 'internet if'.	Page 1

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Introduction

The key purpose of this assessment is for learners to demonstrate an awareness of the techniques, processes and elements used by professionals in performing arts.

The assignment for this component consists of two tasks.

- In response to Task 1, learners will investigate an example of professional performing arts work, covering stylistic qualities, features, intentions and purpose of the work. Learners will also cover the skills and responsibilities required and the influences of other work.
- In response to Task 2, learners will actively explore the techniques, processes and approaches used in the creation of professional work from Task 1.

This assessment will be offered twice a year. The timing of the assessment is approximately 12 hours of supervised assessment.

The assessment evidence that will be submitted to Pearson is a digital portfolio. The assessment evidence is produced under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in a session/s timetabled by the centre.

Levels of control within this set assignment

The levels of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

Formal supervision: The estimated hours stated for completion of each task in this set assignment refer to formally supervised hours. During formally supervised sessions, learners must work independently, and cannot work with or discuss their work with other learners unless part of permitted group or collaborative work required by the task. Work must be held securely in between supervised sessions and must not be taken in or out of sessions. Learners will be able to access the materials specified in the assessment. Learners can access the internet if necessary as part of the research element of the task but this must be monitored by the teacher.

Instructions to learners

You should read the information given in the vocational context and each task section of this assignment carefully before starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 12 supervised hours to complete.

These tasks are interrelated and may be done alongside each other.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. If group work or collaboration is permitted, you must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work **must** be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access. They cannot give you feedback about how to improve your work, or guide you to solutions to any questions or problems in the tasks.

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts – Pearson-set Assignment – Sample – Component 1 – Issue 2 – March 2023 © Pearson Education Limited 2023

Pearson-set Assignment

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts
Component number and title	**1:** Exploring the Performing Arts
Write your name here (Surname, Name)	
Completion time for assignment	Approximately 12 hours
Submission deadline	
Assessment series and year	Sample assignment

Vocational context	A *performing arts company is* creating a resource bank covering the work of different professionals and has asked you to contribute. They want you to explore a piece of work on the theme of '**Conflict**' and provide material that explains your thoughts on the qualities, features, roles and processes used. NB: Learners should apply the theme to the piece of work/repertoire chosen, not the process/events involved in its creation.

Task 1	**Examples of performing arts work** Investigate an example of professional performing arts work, covering the following: • stylistic qualities in relation to the theme • features, creative intentions and purpose of the work in relation to the theme • influence of other professional, performing arts work and/or styles in relation to the theme • skills required to create professional work in relation to the theme • roles and responsibilities required to create professional work. This work will inform the portfolio you produce in Task 2.
Learning outcome covered	**A:** Investigate how professional performance or production work is created

Resources needed	A learning resource centre or library and/or internet resources to carry out underpinning research. Performance/production examples, e.g. online streaming, online video resources, DVDs, etc.
Number of marks	24 marks

Task 2	**Performing arts processes** Using the example of work you investigated in Task 1, actively explore the techniques, processes and approaches used in the creation of professional work, to produce a portfolio covering: • how they generate and develop ideas • how they use rehearsal/design processes • the approaches they use to create work • their 'production process'.
Learning outcome covered	**B:** Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work
Checklist of evidence required	Portfolio of work that may include: • video • written/audio commentary • presentations • scrapbooks (digital or paper based) • research journals (digital or paper based) • blog/vlog.
Approximate length of evidence	8–12 pages of A4 (or equivalent slides for electronic evidence) and/or 4–6 minutes of video/digital footage.
Resources needed	A learning resource centre or library and/or internet resources to carry out underpinning research. Performance/production examples, e.g. online streaming, online video resources, DVDs, etc., musical instruments and recording equipment. Rehearsal/production space to actively explore processes.
Number of marks	36 marks
Supervised hours to complete the tasks	Learners would need approximately 12 hours to complete Tasks 1 and 2.

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Guidance for teachers

(to be removed before assignment distribution to learners)

General guidance	This assignment has been designed to allow learners to meet the assessment requirements of the component by engaging in vocationally relevant tasks and activities. You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment. You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.
Specific guidance	This assignment will take approximately 12 supervised hours to complete. These tasks are interrelated and may be done alongside each other. Tasks can be conducted and evidence can be produced across several sessions. **Submission of evidence for moderation** Evidence submitted for moderation should include a clearly labelled digital folder per learner containing: • all work completed for the assignment • a completed declaration of authenticity. **Guidance on preparing evidence for submission** • Consideration should be given to the quality and clarity of images/scans, audio and/or video submitted as evidence. Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated. • Digital files should be saved in an accessible format that does not require specialist software to access.

Opportunity to contextualise this assignment	You are permitted to adapt the vocational context of the Pearson-set brief in order to make it more relevant and accessible to your learners (e.g. their specialist practices, the local area). The portions of the context which can be adapted are indicated with *italics*. **The theme set by Pearson must be retained.** If adapting the brief, you must ensure that changes do not alter the requirement for learners to demonstrate their knowledge, understanding and skills in: • using research and practical exploration • exploring how practitioners respond to themes and stimuli when developing performance material • applying practical skills through development and review or work • recording and communicating their understanding and practical application of skills, techniques and processes used by professionals in the development and realisation of performing arts works. **Adaptations must:** • retain a vocational context – this might be an event (e.g. a festival, a campaign) and/or a purpose (e.g. to inform, to entertain, to raise awareness) • provide equal accessibility to all learners covering all technical specialisms, allowing them to address the brief in an individual way • change for each assessment window ensuring that the same work could not be applied to more than one brief or assessment • not affect the degree of demand of the brief or provide any additional direction to learners • not affect the time within which the assessment must be completed (unless as part of a Reasonable Adjustment or for the purposes of Special Consideration).
Before carrying out the assignment	Before this assignment is given to learners, they must undertake a learning programme covering the knowledge, understanding and skills outlined in the component content in the specification. They should be given sufficient time to develop their knowledge, understanding and skills in order to achieve their full potential.

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During the assignment	**For the duration of the assignment:**
	• all work must be completed independently by the learner under appropriate monitoring and supervision to ensure authenticity
	• work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose
	• guidance or support can be given to learners only in order to clarify:
	  ○ the requirements of tasks
	  ○ the evidence they need to produce
	  ○ any resources they are allowed to access
	• learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks
	• learners must not be given any support or feedback in writing or editing notes
	• learners must not be given writing frames, prepared formats, templates or any other forms of scaffolding
	• any permitted group or collaborative work must be clearly defined
	• appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.
	Maintaining security during formal supervision
	Any work learners produce under supervision must be kept securely between sessions and during breaks.
	Designated assessment areas must only be accessible to the learner and to named members of staff.
	Learners can only have access to their work under supervision.
	Only permitted materials can be brought into the supervised assessment and no materials should be removed.

Approach to teaching and learning to support learners to *'get it right first time'*	In order to fully prepare learners, before the set assignment is distributed, they should: • attempt formative assessment tasks that model important elements of the activities to be carried out in this assignment • receive feedback on how they performed including what they did well and how they can further improve.

Other materials	This Set Assignment does not include any additional materials and it is expected that learners will produce their own evidence. Learners must not be given writing frames, prepared formats, templates or any other forms of scaffolding.

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Assessor guidance

Your role as the assessor	As the assessor of this internal assessment, it is your role to: • ensure correct processes to maintain security and authenticity are followed for the duration of the assessment • make and record assessment decisions using the mark bands • provide feedback to learners about their achievement. When acting in dual roles as both teacher and assessor, you should help learners to understand your responsibilities in each capacity so they are aware of the differences during learning and assessment.
Your assessment decision	You must assess learners' evidence for this Pearson-set Assignment using the marking grids for the relevant component provided in this document. Marking grids have four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band. The descriptors for each band are written to reflect the marks at the top of the mark band and the descriptors should be read and applied as a whole. A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification. **Using a 'best fit' approach to marking the assignments** In applying the marking grid, assessors are required to: • first make a holistic judgement on which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provides a descriptor of the expected performance of a learner in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct mark band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that mark band, as long as it meets more of the characteristics of that mark band than of any other. • after placing the learner's response within a mark band, the assessor should then make a more refined judgement as to whether the learner's response is towards the higher, or the lower end of the mark range for that mark band and allocate a final mark accordingly within the marks available in that mark band.

	Further guidance on deciding a final mark The award of marks must be directly related to the descriptors in a mark band. Assessors should be prepared to use the full range of marks available. When deciding upon a final mark, assessors should take into account how well the learner's response meets the requirements of the descriptor in that mark band. • If the learner's response meets the requirements of the descriptor fully, assessors should be prepared to award full marks within the mark band. The top mark in the mark band is used for a learner's response that is as good as can realistically be expected in that mark band. • If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), assessors should consider awarding marks at the bottom of the mark band. The bottom mark in the mark band is used for a learner's response that is the weakest that can be expected in that mark band. • The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are only barely met. • Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

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Marking grid – Component 1

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Learning outcome A: Investigate how professional performance or production work is created				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	• Limited understanding of performance informed through superficial investigation of stylistic qualities, features and influences and how they contribute to the creative intentions. • References to arbitrary examples from the professional work that relate to the theme.	• Adequate understanding of performance informed through adequate investigation of stylistic qualities, features and influences and how they contribute to the creative intentions and purpose of the work. • References to some relevant examples from the professional work that relate to the theme.	• Good understanding of performance informed through competent investigation of stylistic qualities, features and influences and how they contribute to the creative intentions and purpose of the work. • References to mostly relevant examples from the professional work that relate to the theme.	• In-depth understanding of performance informed through thorough investigation of stylistic qualities, features and influences and how they contribute to the creative intentions and purpose of the work. • References to pertinent examples from the professional work that relate to the theme.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Learning outcome A: Investigate how professional performance or production work is created				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	• Basic understanding of the professionals' contribution to the performance through limited assessment of roles, responsibilities in line with intentions. • Limited consideration of the fundamental skills that contribute to the work.	• Adequate understanding of the professionals' contribution to the performance through partial assessment of roles, responsibilities in line with intentions. • Sufficient consideration of some of the fundamental skills that contribute to the work.	• Good understanding of the professionals' contribution to the performance through clear assessment of roles, responsibilities in line with intentions. • Good consideration of most of the fundamental skills that contribute to the work.	• In-depth understanding of the professionals' contribution to the performance through detailed assessment of roles, responsibilities in line with intentions. • In-depth and thorough consideration of the fundamental skills that contribute to the work.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	• Basic understanding of the approaches taken by professionals to generate ideas for performance material. • Response shows limited consideration of examples from professional work.	• Adequate understanding of the approaches taken by professionals to generate ideas for performance material. • Response is informed through sufficient consideration of partially relevant examples from professional work.	• Good understanding of the approaches taken by professionals to generate ideas for performance material. • Response is informed through competent consideration of relevant examples from professional work.	• Effective understanding of the approaches taken by professionals to generate ideas for performance material. • Response is informed through thorough consideration of pertinent examples from professional work.
Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	• Basic understanding of the processes used in the development and rehearsal of professional works. • Response shows a limited practical exploration of processes.	• Adequate understanding of the processes used in the development and rehearsal of professional works. • Response is informed through adequate practical exploration of processes.	• Good understanding of the processes used in the development and rehearsal of professional works. • Response is informed through a competent practical exploration of processes.	• Effective understanding of the processes used in the development and rehearsal of professional works. • Response is informed through an effective practical exploration of processes.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	• Basic understanding of the techniques used in the performance/production process. • Response shows limited consideration of examples from professional works.	• Adequate understanding of the techniques used in the performance/production process. • Response is informed through adequate consideration of examples from professional works.	• Good understanding of the techniques used in the performance/production process. • Response is informed through competent consideration of relevant examples from professional works.	• Effective understanding of the techniques used in the performance/production process. • Response is informed through thorough consideration of pertinent examples from professional works.

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